

**Earning College Credit in High School**  
A Synopsis of Opportunities

	<b>International Baccalaureate Degree</b>	<b>Advanced Placement (AP)</b>	<b>Career and Technical Education - Articulated Credit</b>	<b>Concurrent Enrollment</b>	<b>Dual Enrollment</b>	<b>Enhanced Dual Enrollment System</b>	<b>Early/Middle College Program</b>	<b>Early/Middle College School</b>
<b>Descriptions</b>	IB is a two-year curriculum available in an IB approved school where students learn a second language and the skills to live and work with others internationally. There is an emphasis on asking challenging questions, critical reflection, developing research skills and learning how to learn. Community service is encouraged.	There are 35 nationally designed AP courses in 19 different subject areas that provide students with the opportunity to take college level courses at high school that are taught by AP-trained high school teachers. AP courses are also available online.	State-approved CTE programs that provide students with a way to start a specific career field and potentially earn college credit or course waivers while in high school. These programs align with specific programs of study at the postsecondary level.	In concurrent enrollment, high school students take college courses offered through a postsecondary institution that are taught at the high school during the high school day by college faculty or by high school teachers that meet college qualifications for adjunct faculty.	High School students may participate in dual enrollment by attending at least one high school course and simultaneously attending a degree-granting postsecondary institution.	A formalized dual enrollment system that provides deliberate support for students to be successful in their college credit earning attempts during the general education high schools (4 year) plan.  A formal agreement with each postsecondary partner is required.	'Early/Middle College Program' is a five-year high school program designed to allow a pupil to earn a high school diploma and either an associate's degree, the MEMCA* technical certification or up to 60 transferable college credits at the same time. Students must follow a specific, 5 year program of instruction. A school district interested in providing this program must submit an application and meet the same requirements necessary to become an Early/Middle College School. A formal agreement with each postsecondary partner is required.	"Early/Middle College School" means a stand-alone public high school, a school within a school, a Public School Academy (PSA) or a Shared Educational Entity (SEE) designed to allow a pupil to earn a high school diploma and either an associate's degree, the MEMCA* technical certification or up to 60 transferable college credits at the same time. The schools offer a 5 <sup>th</sup> year to their curriculum. An application must be approved through MDE. Because they are separate schools, they must complete all the reporting required by Michigan High Schools. Early/Middle College may elect to be Shared Educational Entities for the purposes of enrolling students from constituent districts into the school. A formal agreement with each postsecondary partner is required.

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Qualifications	Typically, a “Learner Profile” Tool is used for teachers/parents to determine if IB is the right fit for the student. However, some IB programs are “Universal Access” and open to any student.	High Schools may require the student to complete a lower level course in the same subject before enrollment in AP courses.	Students must meet specific CTE program criteria to apply. Students usually begin a two-year program in their junior year and continue on to two years of postsecondary education (2+2). However, the length of the program may vary and many align to baccalaureate programs (2+2+2).	Students must meet the college criteria for college level courses and may be required to complete specific prerequisites or other criteria for eligibility specified by the high school or college.  Eligible courses must be able to be counted toward accreditation, certification, licensing and/or postsecondary degrees.	Courses for which students are eligible for must not be offered at the high school and must lead toward accreditation, certification, licensing and/or postsecondary degrees. The student must be allowed to dual enroll if they have a qualifying score on the ACT Plan, PSAT or Michigan Merit Exam. School districts are required to have an annual announcement regarding this option. This does not prohibit a high school from negotiating dual enrollment options for any student regardless of eligibility.	Same as dual enrollment or concurrent enrollment.	State School Aid Section 6(4)m requires that students must not be otherwise eligible for high school graduation to participate in the fifth year.  Section 3(f) of the Postsecondary Enrollment Options Act and Section 3(g) of the Career and Technical Preparation Act require that the student be enrolled in at least 1 course needed for high school graduation.  Early/Middle College Program students must be appropriately flagged as participants in the program. The students in an approved Early/Middle College Program are placed in a five year cohort calculation for graduation.	Early/Middle College High Schools can begin as early as 9 <sup>th</sup> or 10 <sup>th</sup> grade with college classes beginning as early as the 9 <sup>th</sup> grade. The schools have a unique Entity Code and students attend for 5 years and follow a specific, 5 year program of instruction.  Since Early/Middle College students are not eligible for graduation until the end of their fifth year, they are placed in a five year cohort calculation for high school graduation and are considered ‘on-time’ graduates.  Students must not be otherwise eligible to graduate to participate in the fifth year and must be enrolled in at least 1 course required for high school graduation during the 5 <sup>th</sup> year.

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<b>Earning Credits</b>	Students take written examinations at the end of the program, which are marked by external examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole program and to satisfactory participation in the creativity, action, service requirement. College credit is earned by passing the IB exam with a qualifying score of 4 – 7. College credit awarded for qualifying test scores is determined by each post-secondary institution, departments and/or colleges within the institution.	Courses can count as high school credit and college credit. To earn college credit in an AP course, the student will need to earn a minimum score of 4 (out of 5) on an AP college credit test. Additional qualifications may exist depending upon the postsecondary institution's policies. College credit is earned by passing the AP exam with a qualifying score of 4 or 5, depending on the assessment. College credit awarded for qualifying test scores is determined by each post-secondary institution departments and/or colleges within the institution.	Many times credits are earned "in escrow" and are posted to the student's transcript upon enrollment in college. Courses may count for high school credit, college credit, or both, depending on the Programs of Study and the Articulation Agreement between partners.	Courses may count for high school credit and/or college credit, or both depending upon the partnership agreement.  Counselors and students should be certain to check on the transferability of these courses to postsecondary institutions.	Courses can count for high school credit, college credit, or both.	Courses can count for high school credit, college credit, or both.	Students in approved Early/Middle College Programs earn both a high school diploma, 60 transferable credits, an associate degree or a MEMCA Certificate.  Students earn college credits through dual/concurrent enrollment.  Courses can count for high school credit, college credit, or both.	The schools provide students with both a high school diploma, 60 college credits, an associate degree or a MEMCA Certificate.  Students earn college credits through dual/concurrent enrollment.  Courses can count for high school credit, college credit, or both.

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<b>Course Costs</b>	The school district must apply and pay to become an IB institution. For public school students in Michigan, it would be part of a free and appropriate public education.	Costs for these programs may differ from district to district. AP tuition costs are generally covered by districts. However, if the student wishes to take the test for college credit there usually is a cost, except for students who qualify for free and reduced lunch.	Most or all costs at the secondary level are covered by the school district. Additional costs may be specified in the Articulation Agreement.	The school must pay the enrollment costs for the student to take concurrent enrollment courses. Payment is made from a school district's State Aid foundation grant.	Payment for dual enrollment is made from a school district's State Aid foundation grant.	Payment for dual enrollment is made from a school district's State Aid foundation grant.	Payment for dual enrollment is made from a school district's State Aid foundation grant.	Costs and payments are dependent upon the partnership agreements.
<b>Instructional Delivery and Course Locations</b>	Through an IB approved school within the school district.	At high school or online.	Courses may be available at the high school, career center, community college or online.	At high school.	College campus or online.	College campus, online or high school.	College campus, online or college courses offered at the high school.	College campus, substantial coursework in an adult learning environment, on-line college instruction.
<b>Student Support</b>	Through the IB school.	Course assistance through the teacher.	None at the high school and no follow-up at the college.	Course assistance through the teacher.	None.	Formalized college readiness curriculum or course. Some student wrap-around services made available.	Highly integrated student wrap-around services. Teachers as advisors, a strong college readiness curriculum (approved by MEMCA), supervised course selection and close student monitoring.	Highly integrated student wrap-around services. Teachers as advisors, a strong college readiness curriculum (approved by MEMCA), supervised course selection and close student monitoring.
<b>Transportation</b>	None.	At high school or online.	May be provided by the district.	None.	Provided by student.	Provided by student.	Provided by student.	Determined by each school.

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Resources	<a href="http://www.ibo.org/">http://www.ibo.org/</a>	<a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> <a href="http://www.mivhs.org">http://www.mivhs.org</a> <a href="http://apexlearning.com">http://apexlearning.com</a> <a href="http://catalog/catalog_ap.html">catalog/catalog_ap.html</a>	<a href="http://www.michigan.gov/octe">www.michigan.gov/octe</a> Go to federal/state funding Go to Perkins IV resources Michigan 2+2 Alignment Plans <a href="http://www.michigan.gov/mde/0,1607,7-140-6530_2629_8423-145824--,00.html">http://www.michigan.gov/mde/0,1607,7-140-6530_2629_8423-145824--,00.html</a>	None identified.	<a href="http://www.michigan.gov/octe/documents/mde/faq8_178600_7.pdf">www.michigan.gov/octe/documents/mde/faq8_178600_7.pdf</a>	None identified.	None identified.	Michigan Administrative Code R388.151-R388.155

\*MEMCA is the Michigan Early/Middle College Association.